

## **Part 1: Overarching Perspectives on Educator Evaluation**

The State Board will adopt policies and rules for teacher and principal evaluation, which will be the basis for the model plan for all educators in Tennessee developed by the Department of Education. However, local boards of education may develop evaluation procedures, to be approved by the Department of Education, in accordance with the policies and rules adopted by the State Board of Education.

The primary purpose of annual teacher and principal evaluations is to identify and support instruction that will lead to high levels of student achievement. Evaluations will be used to inform human capital decisions, including but not limited to individual and group professional development plans, hiring, assignment and promotion, tenure and dismissal, and compensation.

Annual evaluations will differentiate teacher and principal performance into five effectiveness groups according to the individual educator's evaluation results. The five effectiveness groups are: significantly above expectations, above expectations, at expectations, below expectations, significantly below expectations.

## **Part 2: Criteria for the Evaluations**

Fifty percent of the evaluation criteria is based on student achievement data, including thirty-five percent based on student growth data as represented by Tennessee Value-Added Assessment System (TVAAS) or another comparable measure of student growth, if TVAAS data is unavailable, and fifteen percent based on other measures of student achievement, selected by the individual being evaluated and his/her evaluator from a list of such measures approved by the Department of Education.

The remaining fifty percent of the evaluation criteria will be based on the educator's summative rating against a qualitative appraisal instrument approved by the Department of Education, as determined through observations, surveys or other methods.

## **Part 3: Guidelines for the Evaluations**

This portion of the evaluation system will use multiple data sources to evaluate educators' effectiveness in affecting student learning growth:

### *Thirty-five percent student growth measures*

For teachers with individual value-added scores, the student growth measures are TVAAS scores as required by Public Acts, 2010, Public Chapter 2. The Department of Education will continually monitor the evaluation process and use of TVAAS data.

For teachers, librarians, counselors and other groups of educators who do not have individual TVAAS scores, LEAs will choose from a list of options that have been shown capable of measuring student growth. The list of options will be approved by the Department of Education prior to the start of each school year. The Department of Education will continually monitor and revise the list of options under this category based on increasing availability of higher-quality measures of performance. Additionally,

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the Department of Education will work to develop valid and reliable student growth measures for those areas that do not currently have them. LEAs must provide training to evaluators to assess whether the students instructed by the educator being evaluated have demonstrated sufficient growth for the chosen measure. LEAs must implement the state's multiple rating categories to measure levels of performance for the chosen measure.

In lieu of the availability of growth measures for all educators without individual TVAAS scores, school-level value-added scores will be the standard student growth measure while other growth measures are in development.

For principals and assistant principals who spend 50 percent or more of their time on administrative duties, the student growth measure will be school-wide TVAAS scores.

### *Fifteen percent other measures of student achievement*

For principals and assistant principals, classroom teachers, librarians and all other educators in grades K-8 and 9-12, the educator being evaluated will select, in collaboration with his/her evaluator, from a list of acceptable measures. The list of acceptable measures includes, but is not be limited to, graduation rate, percent proficient on TCAP assessments, percent proficient on state-approved district assessments, and other measures approved by the Department of Education. The list of acceptable measures will be refined and approved by the Department of Education prior to the start of each school year. If the two parties do not agree on a measure, the evaluator will select a measure.

Principals and teachers in the top three quintiles for student growth may elect to use their growth scores for fifty percent of their evaluation in lieu of selecting another achievement measure for the fifteen percent.

### *Fifty percent other mandatory criteria*

This portion of the evaluation system will use multiple data sources to evaluate educator practice against a predetermined qualitative appraisal instrument, which shall include but are not limited to:

- Review of prior evaluations
- Personal conferences to discuss strengths, weaknesses and remediation
- Classroom or school observation visits

For all classroom teachers and non-instructional, certified staff other than principals and assistant principals who spend at least 50 percent of their time on administrative duties, the Department of Education, in consultation with the State Board of Education, will approve a qualitative appraisal instrument by which to evaluate all educators' effectiveness. In lieu of the approved appraisal instrument, LEAs may select a qualitative appraisal instrument from a list of approved options. The qualitative appraisal instruments will be based on appropriate standards for each category of educators and determined by the Department of Education in consultation with the State Board of Education. The

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standard qualitative appraisal instrument and additional qualitative appraisal instruments will be approved by the Department of Education prior to the start of each school year.

Qualitative appraisal instruments must address the following domains: Planning, Environment, Professionalism, and Instruction.

Principals and assistant principals who spend 50 percent or more of their time on administrative duties will be evaluated according to a qualitative appraisal instrument based on the Tennessee Instructional Leadership Standards (TILS) and approved by the Department of Education. The evaluation process will also include a review of the quality of the principals' teacher evaluations.

Principal and assistant principal qualitative appraisals should include school climate and/or teaching and learning conditions surveys. The Department of Education will develop a list of approved surveys that LEAs can use.

All educators, other than apprentice teachers and administrators, will have a minimum of four observations, with at least two observations in each semester, for a minimum total of at least 60 minutes each school year. At least half of all observations will be unannounced. Apprentice teachers will have at least six observations, with three in each semester, for a minimum total of at least 90 minutes each school year.

Principals will have at least two onsite observations annually, conducted by the director of schools or his/her designee.

The Department of Education will provide user friendly, manageable standardized forms to document observation visits and/or personal conferences. The approved forms will provide space for feedback in enough detail to allow the teacher or principal to understand specific areas of strength and areas for development. LEAs that elect to use an alternative appraisal instrument for evaluation must submit the observation recording forms to the Department of Education for approval.

Evaluators will provide written feedback within one week of each observation visit to the educator, and schedule an in-person debrief with the educator within one week of each observation visit. At the end of each school year, evaluators will rate educators based on the selected qualitative appraisal instrument, using notes collected through observation visits, conferences, a review of progress made in relation to the prior year's evaluation (when available) and other means.

### **Part 4: Putting It All Together**

For the 50 percent achievement and 50 percent other components, educators will receive a rating based on a 5-point system developed by the Department of Education. A second system developed by the Department of Education will help the evaluators combine the student growth and teacher practice components into a single rating.